



THE RIVERS
SECONDARY COLLEGE

The heart of secondary education for Lismore

Assessment Task Notification

RICHMOND RIVER HIGH CAMPUS

Task Number	3	Task Name	Response and Reflection
Course	HSC Advanced English	Faculty	English
Teacher	R Tyson	Head Teacher	R Tyson
Issue date	At least two-weeks before the assessment task	Due date	Monday, Week 9, Term 2, 2025 *The task is to be completed in class during your timetabled Advanced English lesson on the due date. <i>Students unable to attempt the task on this date must arrange for the completion of a misadventure form.</i>
Focus (Topic)	Craft of Writing	Task Weighting	20%

Outcomes

A student:

EA12-2 A student uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12-3 A student critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 A student strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5 A student thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-9 A student reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

Nature of the task- In Class Response and Reflection



On the day of the assessment students will be presented with an unseen extract.

Part (a) Response (10 marks)

a) Continue the extract as a piece of imaginative, discursive or persuasive writing that evokes a particular emotional response in the reader.

(approx 20mins)

Part (b) Reflection (10 marks)

b) Compare how you have used language in part (a) to evoke emotion with the way writing is crafted in at least ONE prescribed text from Module C.

(approx 20mins)

Students may use a prep sheet during the assessment to support their composition.

Context:

In this module, students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.

Students appreciate, examine and analyse at least two short prescribed texts as well as texts from their own wide reading, as models and stimulus for the development of their own complex ideas and written expression. They evaluate how writers use language creatively and imaginatively for a range of purposes; to express insights, evoke emotion, describe the wonder of the natural world, shape a perspective or to share an aesthetic vision

**In Class Task Prep Sheet
GUIDELINES****Rationale:**

The Prep-Sheet allows you to gather the ingredients you will use in your written response.
Creating a Prep-Sheet is a valuable skill that will assist your preparation for the completion of extended responses during examination conditions for all of your Advanced English modules.

The Class Prep Sheet Must be:

One single sided A4 page.
300 word limit.
No complete sentences allowed.

The Prep Sheet Should Contain:

- *A plan for your response structure
- *Key statements that will guide your response
- *Key quotations you will use in your response
- *Techniques you will use in your response

Material that does not follow the guidelines above will not be permitted for use during the in class task.
Teachers will be checking that your notes are appropriate.
You are not permitted to bring in your Prescribed or Related Texts into the in-class essay.
Teachers will be collecting the prep-sheet at the end of the task. The prep-sheet will not be marked.

Marking guidelines Part A

A student:	Mark range
<ul style="list-style-type: none"> composes a perceptive response to the stimulus compellingly engages the audience emotionally demonstrates skilful control of language and structure to express ideas in an imaginative, discursive or persuasive composition. skilfully utilises literary devices and stylistic features 	9-10
<ul style="list-style-type: none"> composes an informed response to the stimulus effectively engages the audience emotionally demonstrates effective control of language and structure to express ideas in an imaginative, discursive or persuasive composition. effectively utilises literary devices and stylistic features 	7-8
<ul style="list-style-type: none"> composes a sound response to the stimulus engages the audience emotionally demonstrates sound control of language and structure to express ideas in an imaginative, discursive or persuasive composition. utilises literary devices and stylistic features 	5-6
<ul style="list-style-type: none"> composes a basic response to the stimulus engages the audience emotionally in a basic way demonstrates basic control of language and structure to express ideas in an imaginative composition, discursive or persuasive composition. Utilises basic literary devices and stylistic features 	3-4
<ul style="list-style-type: none"> composes a limited response to the stimulus attempts to engage the audience emotionally attempts to use language and structure to express ideas in an imaginative, discursive or persuasive composition. attempts to utilise literary devices and stylistic features 	1-2

Marking Guidelines Part B

A student:	Mark range
<ul style="list-style-type: none"> • Sophisticated explanation of how your use of language in part (a) affects the way the reader will respond emotionally. • Sophisticated explanation of how you have utilised at least one literary device or stylistic feature encountered in your prescribed text during the study of Module C • Demonstrates skilful control of language and structure to express ideas in a reflective composition. 	9-10
<ul style="list-style-type: none"> • Informed explanation of how your use of language in part (a) affects the way the reader will respond emotionally. • Effective explanation of how you have utilised at least one literary device or stylistic feature encountered in your prescribed text during the study of Module C • Demonstrates effective control of language and structure to express ideas in a reflective composition. 	7-8
<ul style="list-style-type: none"> • Sound explanation of how your use of language in part (a) affects the way the reader will respond emotionally. • Sound explanation of how you have utilised at least one literary device or stylistic feature encountered in your prescribed text during the study of Module C • Demonstrates sound control of language and structure to express ideas in a reflective composition. 	5-6
<ul style="list-style-type: none"> • Basic explanation of how your use of language in part (a) affects the way the reader will respond emotionally. • Basic explanation of how you have utilised at least one literary device or stylistic feature encountered in your prescribed text during the study of Module C • Demonstrates basic control of language and structure to express ideas in a reflective composition. 	3-4
<ul style="list-style-type: none"> • Limited explanation of how your use of language in part (a) affects the way the reader will respond emotionally. • Limited explanation of how you have utilised at least one literary device or stylistic feature encountered in your prescribed text during the study of Module C • Demonstrates limited control of language and structure to express ideas in a reflective composition. 	1–2